INDIAN EDUCATION

JOURNAL OF THE ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS

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STUDENT INDISCIPLINE

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AIFEA PUBLICATION

INDIAN EDUCATION

JOURNAL OF

THE ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS

THIS JOURNAL is the official organ of the ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS. It is published monthly. The AIFEA was founded in 1925 and today it has 55 national and state associations of teachers and educators affiliated to it, with a membership in the neighbourhood of 400,500. The AIFEA is affiliated to the WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION.

THE OBJECTIVE is to afford an educational forum for administrators, teachers, parents, social workers, psychologists, psychiartists and all those interested in the liberal education at all levels-viz., Infant, Primary, Secondary, Technical, Vocational and University—so AS TO SUPPLY STIMULI TO INVENTIVE THOUGHT AND CONSTRUCTIVE ACTION.

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Editor : E. W. FRANKLIN

VOLUME IV JULY-AUGUST, 1965 Nos. 7 & 8

Editorial

ONE OF the major headaches in Indian education today is student indiscipline. The phenomenan is of recent growth. More than ten years ago authorities became concerned at the exhibition of uncontrolled student behaviour in and out of schools and colleges This was altogether a novel feature which began to exhibit itself in various forms. It was contrary to all the traditions of our education and society. The concern expressed itself in a letter which the late Jawaharlal Nehru as Prime Minister, wrote to the State Chief Ministers. It was rightly considered that if an organized body indulged in anti-social behaviour and unseemly conduct, we might have to face grave social consequences.

It would seem that this letter and the consequent attempts made to control student indiscipline have not been successful. On the other hand the malady has assumed various forms and it is on the increase. The recent Orissa episode showed the extent to which students can even overthrow constitutional authorities. There have been several instances, particularly in our universities and colleges, where they have forced authorities to concede their demands by unlawful means.

All these instances are too well known and many more can be multiplied. The real problem is to find a solution for it.

Various half measures have been suggested. For instance, it is said that students and colleges should have more tutorial work, the lecturer-student ratio should be lowered and so on. But these are external forms for remedying the situation.

In essence discipline means self-discipline. It cannot be imposed by any external authority nor can it be sustained by rules, regulations or restrictions. It is the shaping of the conduct and character which is needed and this cannot be achieved by mere instruction, information, advice or sermonising. As a matter of fact, it is pathetic to witness eminent personalities exhorting students to be law-abiding, disciplined and self-controlled. This kind of advice is given so often and from so many platforms that the student community must by now be quite sick of it. The remedy, perhaps, may be sought in two or three directions which can yield some abiding results. In the first place our education has become rather soft. It does not involve much intellectual effort. The system of examinations operates in such a way that it is not necessary to do systematic work throughout the session. A considerable improvement will be made if the system is devised in such a manner that students have to work every week of the session and throughout the academic year. In certain American institutions a student is not permitted to go on to the next stage of study or instruction unless he has completed the previous one. This is one thing which our schools and colleges can do. Whether it is called the unit or the credit system its essence is that the work is spread out in manageable portions throughout the academic year and there is a regular progression.

Coupled with this, the standard of work expected must be high. We are quite content these days with poor, slipshod, irregular and superficial work. The student does not feel that he must work and put forth real effort. This relates to the standards of education and they can only be achieved by a determined effort to place them at a higher level. The tendency is to bring down the level of attainment if a subject is found to be somewhat tough.

The second step, perhaps, is to put back authority and respect where it is due. In our present system there is so much of influencing, pressurising, and adopting other means of similar nature that even the heads of institutions hesitate to exercise their authority for fear that it may be set aside by

those who are higher. No one seems to be willing to take up responsibility for controlling the behaviour of students. What is needed is that once the authority for discipline is given to the head of the institution all higher authority must respect his decision and actions. There should be no appeals and no countermanding.

One of the potent causes of student indiscipline is the existence of student unions organized on political pattern. In British universities all such unions are completely academic, whereas in our universities they are a complete exhibition of politics and election. This makes them vulnerable to outside political influences and quite often students are exploited by political parties.

There cannot be a sadder commentary on student indiscipline than the observations of the late J. B. S. Haldane that the student as such in India does not exist. There is no passion for learning, knowledge or education.

In this issue :

Mr. Dikshit and Dr. Chaube have dealt with this question from various angles and have analysed the prevalent causes and have suggested remedies. Mr. Pandhripande's article is a careful analysis of teacher.parent cooperation. To a large extent such cooperation can help in controlling indisciplined behaviour.

Viewpoints of three high school students are included. They are refreshing on account of the real facts of the situation which they bring out.

An account is given of the Indian Public Schools Conference which is one of the leading professional organizations in this country. In subsequent issues the accounts of other organizations will follow and it is hoped that this will provide material which will be profitable to all concerned.

A new series entitled "Progressive Schools" begins with this number. Miss M. Benjamin, Principal, Alexandra Girls' English Institution Bombay, describes the origin and the development of this institution, which owes its establishment to Maneckjee Cursetjee. He was pioneer in the field of women's education in the city of Bombay. The brief account of this school shows how it has grown from humble beginnings to its present stage where it occupies a prominent place in the education of girls.

INDISCIPLINE AMONG STUDENTS

By S. P. CHAUBE, *Department of Education, The University, Lucknow.*

THE PROBLEM of indiscipline among students is increasing day by day. Whereas in the past the students of India were known all over the world of their self-control, cultural behaviour, discipline and reverence for elders, and the mighty and the powerful bowed down before them, today these students have become so indisciplined that there is complaint against them from all the quarters. Indiscipline is exhibited both inside and outside the classroom. If this evil is not eradicated, the students community will fall into the depths of perdition. Indiscipline is found at every level of education. It is rampant in secondary schools and the universities. By the time students reach the secondary schools, they become full-fledged youths and their impulses and propensities develop rapidly. At this time they are inclined to think of mischief on any opportunity and they misbehave on most flimsy excuse. On the contrary, the university students are more mature and become conscious of their rights and when they find any infringement of their rights or anything prejudicial to the interests of the society, they take recourse to destructive methods. Besides, the students also indulge in some anti-social activities. But for this indiscipline, the students alone cannot be held responsible, because the social set-up and environment makes them susceptible to misconduct.

The Secondary Education Commission appointed by the Government of India studied the problem and found that it had two aspects—personal or individual and group or corporate. The Commission expressed the belief that the student of India is not individually indisciplined and even to-day he has the feelings of reverence and regard for his teachers and elders. He becomes indisciplined only under group-pressure. At this stage the student realises very little the pros and cons of his actions and as such on getting inspiration from others he organises himself and takes recourse to wilful acts. It often happens that students are

led to misbehave due to a falsification or wrong depiction of facts.

The student of ancient India was extremely polite and cultured and there was not the least trace of the problem of indiscipline, but to-day its evil has gone into the roots of society. A study of the problem will reveal that it does not have a long past and is of recent origin. Probably the problem had its roots in the strong desire for achieving freedom. The students have a tendency to organise themselves and consequently the leaders of our nation took their help in the work of national liberation and got their co-operation in staging strikes propagating the evils of the foreign government. It was the duty of the students at that time to co-operate with the leaders in the struggle for independence but those feelings and activities are not suitable for independent India. It has, however, become quite natural for the students to take part in any kind of agitation. Even to-day there are some leaders who severely criticise the indiscipline among students but take improper use of the students on occasions of elections and employ them for canvassing.

Another important cause of indiscipline is the aimlessness of the present day education. The students go on gaining education without any immediate end in view and after the completion of studies they do not find any means of livelihood. Hence being disillusioned they take recourse to indiscipline. The present-day examination system also to some extent creates indiscipline among students. In this system no importance is attached to the daily work of the students during the course of the year and all his ability is tested on the basis of five or six questions at the end of the year. Under these conditions the student does not remain engaged in his studies all the year round and he takes recourse to unfair means for gaining success in the examination. When the invigilators in the examination hall prevent him from attempting unfair means he takes recourse to misconduct. In fact, the examination period is a very critical one for the teacher-invigilator who finds himself between the devil and the deep sea. If he prevents the students from using unfair means, he jeopardises his own life and if he does not do so he loses his job. It is to be noted that several such incidents have occurred during examination in which invigilators

were done to death. The education department should pay special attention in this respect.

Another cause of indiscipline among students is the indifference of the guardians. Most of the time of the students is spent in the midst of their guardians and they remain in schools for a shorter time than at home. Due to a large number of students the teachers are unable to establish a direct contact with them. Under these circumstances the guardians are also responsible to some extent for the indiscipline. The growing number, the lack of suitable buildings and necessary materials, are also responsible. It is often seen that in some places the students are packed in classrooms. But the more serious cause for this indiscipline is the pitiable condition of the teachers and the management of private institutions. The financial condition of the teachers is so miserable that they are always worried about making the two ends meet. Thus they cannot discharge their duties efficiently which naturally makes them fall in the estimation of the students. Apart from this the teachers have also lost their prestige in the society. The management of the institutions has scant respect for the teachers and very often their services are insecure. When the student finds that the teacher does not command respect from any quarter he also begins to look down upon him and becomes indisciplined. If the teachers are able and if they do their work efficiently and with interest, the students can never dare to misbehave. There are found some such teachers who command great reverence from students who remain ever ready to do their bidding.

In order to solve the problems of the present-day indiscipIne in students it is necessary that the teachers should be trained to be ideal teachers and they should be given a very high position in national life so that able persons may join the profession and impress the students with their ability. The economic condition of the teachers should be made so sound and strong that they may have no worry on this score and may devote themselvs heart and soul to the pursuit of knowledge. Besides, the all-round development of the student through education should be kept in view and education should have greater vocational import so that the educated may not remain unemployed. The guardians should provide suitable environment for study at home to the students and prevent them from falling into evil company,

because company has a great effect on the lives of students. Reforms should be made in the examination system and the students should be awarded marks for the daily work and granted promotion on this basis. If the demands of the students are reasonable all the facilities should be provided and instead of giving punishment and threats they should be won over through love and sympathy.

THE PROBLEM OF DISCIPLINE IN INDIAN UNIVERSITIES

by RAMESH DUTTA DIKSHIT, *University of Gorakhpur*

THE PROBLEM of discipline among the University students in India has become a common topic of discussion and even of alarm in the intellectual and academic circles of the country. It has become such a widespread malaise that in almost every part of the year one institution or other in some part of the country remains closed because the authorities feel that the conditions arising out of the student agitations make the smooth running of the academic pursuits very difficult. Like the time and place of the incidence of the malaise even the issues fought for are greatly at divergence. In certain institutions students refuse to attend the classes because they feel that no proper avenues of employment are open to them, their degree is not recognised by this or that body etc.; in certain others the issues are that this or that subject (most commonly General English) should not be made compulsory, the percentage of marks fixed for determining divisions or ranks should be lowered, a certain teacher or University officer should be removed from office or a certain person should not be punished and that restrictions on seats in certain higher classes should be taken away. All this makes the problem a tedious one whose solution is eluding the experts.

The Roots of the Problem :

Educationists and intellectuals have tried to seek the roots of the problem in a numder of socio-economic and political factors. We may very briefly note here some of them.

1. Although it is almost two decades since we attained political independence, the country is still passing through a period of transition. This transition is felt in all walks of life—social, political, economic and cultural. The old values are giving place to new and painful adjustments to the changing situations are being made. It creates a general confusion in the national life. Our youth do not remain immune from it. The spirit of revolution that was there in

the pre-independence days has not passed away. It has now also entered into the fields other than political. The student community, now as ever, represents this revolutionary spirit, especially because the great majority of our boys and girls in the colleges and the Universities are drawn from the middle and lower middle strata of the society where the revolutionary spirit and discontent with the prevailing conditions is most strongly felt. Our youth, as good as those of any other nation, fired with the spirit of revolution, in the absence of proper perspective and guidance do not understand the issues and in this clouded state of mind they are easily led astray. Only yesterday in the struggle for freedom all the issues were fought by peaceful agitation, by fasts and slogans and by non-cooperation. Why not the same weapons be effective now, thinks our well meaning youth. Vibrant with energy he seeks some avenues of its release. Thus in a way the problem is a legacy of the past.

2. The older generation says there were no such problems of discipline in the British days, 'why has the youth of today, in the universities and colleges, gone so astray,' they ask. And by deduction they infer that the students in the universities were drawn from the higher strata of the society from the families were there was a traditional respect for learning and culture. These students were, therefore, well behaved and disciplined. Now a large majority of students in the universities and the colleges are drawn from families where there is no tradition for learning and respect for finer things in life, and hence the lack of discipline. No doubt in the past higher education was for a priviledged few and these few were drawn from the previledged classes where there was not much of grievance against the then existing conditions. Because of this the conditions were smoother then. But those few students did not represent true India. And in every way that condition was deplorable. But with due justice to the older generation it cannot be denied that the socio-economic background of the students has much to do with their outlook and behaviour.

3. Another contributing factor to the present state of indiscipline in universities is sought in the poor pre-university training of our students The standard of attainment of a large mass of students entering in the universities is very very poor. The language training is so poor that it is with

difficulty that in a class of 100 students you will find a dozen who can express themselves well either in their mother tongue or in English.

In other subjects the position is still worse, although some are definitely of real worth. The students coming with this poor training find themselves misfits in the class. They are frustrated because the teacher no more cares to spoon feed them as their teacher in the school used to do. This leads the students to seek some diversion and thus we are faced with the problem of indiscipline.

It may not be out of place to hint at a few reasons for this poor per-university training. (i) In the first place there is a great rush for "Good results" in the examinations. The criterion of a good result is high pass percentage. The reputation of a teacher and of an institution is measured in terms of this result. Even punishments are given for poor results. This renders school teaching, especially in the poor and ill equipped institutions, simply a coaching for examinations. Knowledge of the subjects as such is neglected. This defeats the very purpose of education.

(ii) A large number of our schools are aided private schools started after independence. They run under poor finances and are managed by people who have no interest in and contact with education and who are not uncommonly of doubtful integrity. The selection of teachers in these institutions is largely on 'approach' and because there are no proper and regular payments of salaries, only the very poor stuff comes to these institutions. The output of these teachers of low attainments can easily be guessed. This type of selection of teachers is a treachery with the nation.

(iii) Most of these institutions are infested with what may be called the management-principal-teacher conflict. While on the one hand it tells upon the standards of teaching on the other it trains the students in indiscipline because the students are made the tools in the mutual mud-slinging conflict by the rival groups.

4. Another cause of indiscipline in the students is the poor teacher-taught contact. The classes are large. Even some post-graduate classes are of 125 students or more. There are no provisions for tutorials and seminars. There remain,

therefore, no opportunities for a close teacher-taught relation. While on the one hand it means poor training of the students on the other it encourages indiscipline. The student thinks he may indulge in indisciplined behaviour and may go unrecognized. This is responsible for a sort of mob-mentality in the students.

5. Then there is the oft-blamed examination system. Examinations are held only at the close of the session. No stress is given on regular class work. The student, therefore, passes his life leisurely for most part of the year. This offers him opportunities for diversion.

6. "Weak" authorities and their "loose administration" is yet another contributing factors. Under a loose administration there is lack of a smooth functioning of the different organs of the university. Even the most common facilities are not provided. This leads to frustration and the youth, vibrant with energy, raises his voice for redress. In these outbursts certain superficial issues assume importance. The loose administration also results, sometimes, in changing scales for justice and in the lack of firmness and consistency. Cerain rules are framed and certain minimum standards are fixed. But in face of agitation or under pressure from so called "strong forces" the rules are changed under "emergency powers." There is no surprise if the students are lured to raise their voice for such 'redresses' again. There is the recurrence of the "agitations."

7. Sometimes the teachers are themselves responsible for the indisciplined behaviour on the part of the students. You can not demand a thing you do not deserve. In order to win the respect of the students the teacher should be honest to his profession and should be disciplined himself. The cases of teacher-politicians and of teachers with poor attainments and dishonest to their profession are easily met with. Such people are known to use the students for their ulterior motives. A great disgrace to our noble profession !

Remedial Measures :

a. The solution of the wide-spread and ever increasing problem of discipline in our universities lies in the eradication of and improvement upon the factors that give rise to it. These have been enumerated in the foregoing discussion.

Of these the first two factors are inherent in the present transitional state of the country and the situation will take time to improve. The changes will gradually come with the amelioration of economic and social conditions.

b. A regulated and systematic effort at the improvement of the quality of the pre-university training is urgently needed. Education is a continuous process. Unless the foundation in the early stages are laid well, all the efforts at the improvement of educational standards will be meaningless. The factors leading to discontent and frustration in the teachers at the primary and secondary stages should be removed and a strict code of conduct for teachers should be prescribed. Management bodies in the schools should not be allowed to act as super-powers. A better and fool-proof system of the selection of teachers by a state-wide committee should be evolved, so that the selection is on merits and the right type of people come to the profession.

c. The teacher taught ratio should be improved. In the first place the classes should be made smaller and secondly there should be provision for tutorials and seminars. In many of the colleges and some of the universities the problem of accommodation is so acute that provision for tutorials and seminars is not possible. The problem of shortage of space is to be urgently met with. The teacher-student ratio may be improved either by increasing the staff or by restricting admissions. To my mind both the steps are necessary. Admissions, especially to the post-graduate classes, should be restricted only to the graduates with a high degree of attainment and to those genuinely interested in academic pursuits. For the rest there may be professional courses and vocational guidance. Post-graduate study should not be allowed to become a mere diversion from unemployment. This only adds further to the frustration in our youth and creates greater problems for the authorities. The unprincipled mass production of graduates and post.graduates only adds to the so called "educated unemployment" and renders a large body of our young people unfit for and uninterested in jobs other that "white collar" ones. This only increases frustration and ultimately tells upon our national character.

d. In order to keep the students engaged throughout the year it is necessary that the academic session is split up into terms. There should be terminal courses and their evaluations

on the pattern of our present day annual examinations. The final result of student should be based on the sum total of the results of all these terminal examinations plus the results of a "final" examination. This will on the one hand, keep the boys engaged throughout the year, on the other it shall lead to a more intensive study of the subjects. There should, over and above, be stress on regular class work. Ways and means should be found to bring to the minimum the effects of subjective elements in the class-work evaluations.

e. Teachers should be enthused with missionary zeal and should not have an active political life. Certain teachers are even known to be actively engaged in business. To these people teaching remains only a secondary occupation. These things should be barred for a university teacher. This will bring the chances for diversion to the minimum. Teachers will be more devoted to their profession and the quality of their work will improve.

f. Last but very important is the need of a principled and firm administration. Rules and regulations should be framed and observed with the utmost care and through a democratic approach. Rules once decided upon ought to be firmly and judiciously followed. Shifting of the scales only encourages agitations. The need of a strong administration in no way means that the academic qualifications should be totally neglected in the appointment of the heads of a university or any other institution of higher learning. Academic eminence or scholarship is essential. Without that the head of the institution cannot be an inspiring force for the teachers and students.

Closely allied with the problem of a administration is the need of a strong proctorial board. In the ideal situation there should be no need of a proctorial board but as long such a board exists, it should be strong and active. The board should consist of the most principled, energetic and fearless members. Only such people can command the respect of the boys and render the duties of a proctor effectively. In most institutions the appointments to the proctorial board have become a thing of favour. Merits are given no consideration. It is suggested that proctorship should be a term appoinment but a fulltime job. Some retired or senior Military officer may be appointed on term basis who should also be in the final charge of the N.C.C.

The N.C C. being compulsory for the undergraduate students, who form the bulk of the total number, it should be easy for such an officer, through his assistant officers and student monitors, to maintain discipline. Of course a proctorial consultation committee may exist.

Let us hope these suggestions will receive the attention of people in authority.

STUDENT VIEWPOINT

STUDENT INDISCIPLINE

1. *by* ANIL BHARGAVA, *St. Xavier's School, Jaipur*

THE AMOUNT of work one has to do is a very large factor in one's behaviour. The public school boy is fairly disciplined while a college boy is far behind the expected mark in discipline. One reason that accounts for the difference is the degree of discipline is the work each has to do. The public school boy is always kept busy with the plenty of homework he gets, and so has little time to think of ways of opposing authority; the other, after going to college, has practically all time to himself. So occasionally he pedals off with his friends to a theatre; sometimes he listens to the radio for hours; of course there is always one thing enchanting to him-chasing. When he has nothing left to do, he calmly tal a doze as a result of all this, his schedule is never taut. A: this moulds him into 'a man of indiscipline.'

Now there are several ways of improving this 'big brothe One is to let the parents take care of him, but this will not as fruitful as giving him work to do in class and out of cla He must be given some objective 'tests', easy to grade. keep him absorbed a fill-in-workbook may be given to hi Furthermore a quarterly paper in such subjects as langua and social studies can also be given.

Assignments could be published ahead of time for a whc quarter, term, or even year. In the beginning of the colle year, the teacher could dupligraph assignments for the whc year, distribute them at the opening of the session. In tl defaulters also could be dealt with. The teacher should r allow *ANY* excuse for homework not done. In the beginni he could duplicate a few notes like these :–

Dear Mr. ....

Your son, ..., failed to do (No.....
assignments, has done (No.......) careless

This composed note is sent to the parents with "Plea sign the note and return it to me." This can be effecti because hearing of the son's negligence parents can be strict

with him than the teachers themselves. Of course the boy can stop the note or forge his parents' signatures. If forgery is suspected, the teacher could make a special effort to get the forged note into the hands of the parents.

In this way there will be far less indiscipline because these will be not quite so much time for it. This method will also set a basis for separating habitual defaulters from those who show industry.

2. *by* VARGHESE KURIAN, *St. Xavier's School, Jaipur*

STUDENT INDISPLINE has gone up very much and it is time the authorities look into the matter. We would find that it is mostly college boys who head the indiscipline list while high school boys usually are quiet. Why is this ? Aren't college boys older than school boys and thus have more sense of responsibility ? Then why do college boys play the fool more than school boys ? The answer lies in the fact that school boys have more homework to do than college boys and thus have no time to play the 'buffoon'.

I am not being partial when I say that college boys have much less home work to do than school boys but it is the naked truth. I have concrete proof with me to justify my above statement. I have a friend named Anil who has an elder brother, Pradeep, studying in college and from the amount of work these two do, I can say that I am fully right in thinking that college boys do less work than school boys. Here is an account of what Anil related to me the other day when I asked him the question, who does more work ? You or your brother ?

"I come home dog-tired from school and fling myself on the sofa. Weary and weak. Pradeep comes in a little latter, as fresh as ever and tunes on the radio. Oh ! How I envy him. I am thinking of the twenty tough problems I have to do in maths, while he is thinking about the movie he should go for. Suddenly his friend shouts to him to get ready to go for a movie while I am stuck up in maths. What a contrast ! In reality he is in a bigger class and is supposed to do more work than I do. But just the reverse here."

That's the 'life' a college boy leads after the daily college routine. If gives him ample time to excercise his own free

will at time and places where he is not supposed to. I can understand the care-free nature that is enshrined in a person when he is at the prime of his youth and that nature of his resents being subdued by someone with greater authority. His mind, body and soul begins to meeting against this 'outrage' (as it is in his point of view) and soon some actions proceed from him. That is how indiscipline is born.

We can check this indiscipline to some extent but most of it depends on the boys also. If they themselves don't care *at all* then indiscipline can never be checked in its flow. Here are a few practical methods that can be adopted to lessen indiscipline among college boys. Give them enough homework to keep them busy the whole evening and then one will see marked decrease in student indiscipline. And by the way, why not hold weekly tests, and any candidate who fails repeatedly may be given a note addressed to their parents demanding their signature. The note states the student's failure in the tests and in the end says that the parents should look into the matter seriously or else the students may be chucked out of the college. If the students are smart enough to forge signatures then the only other possible punishment is by marking them absent for two days for every single test they fail in. And since, 80% attendance is necessary for a student to sit for the exams, his repeated failure will debar him from giving the exams.

So we see that the only method of lessening indiscipline on the part of college students is by giving them homework to do. There can be no other alternative. Just stick to this 'doctrine' and you will be surprised to see the result. Vow! what an improvement ! would be some of the mild phrases you would utter when that happens.

And by the way, Pradeep must be by now half way through seeing the movie and Anil writing on, $(x+y)^2 - \sqrt{x+y}$ is equal to.........

3. *by* K. JAYA RAMAN, *St. Xavier's School, Jaipur*

ARE YOUR students nowadays undisciplined ? However bitter the realization may be, we have to admit that our students are causing a considerable amount of the mischief that is now prevalent in our country-mobbery, havoc and general confusion.

But students aren't morally bad. Then why is this so ? Part of the answer is that senior persons in authority are not taking the right attitude towards students. They treat them as though they were a great mob of mature people. In Orissa, when the students ran into the legislature while a session was going on, do you think those students acted with a firm conviction in what they were doing ? Not at all : They couldn't be: Definitely, throughout their unruly mobbery, they were hoping for someone senior, some one really authoritative to come and talk to them as a father would reproach his child, to put them back in their place saying, "you can't do this ! What you will be considered by the right men at the political level. Go back home !" Students nowadays, quite regrettably, have practically never tasted a flat refusal. So they haven't learnt to refuse themselves anything. Whenever a passing whim or inspiration sweeps them, they lose themselves in a chaotic movement.

How should we prevent these student breakouts ? The teachers must engage the students in sufficient homework so as to allow them no time for thinking of spheres other than their own-learning. For as someone hit it on the beam, "an idle mind is the devil's own workshop." Periodical tests also should be taken in which objective questions should be put so that at the same time, while it is easy for the teacher to gain a fairly accurate impression of the pupil's knowledge *quickly*, the student too has to work regularly. To still further minimize the chances of the student's mind wandering off in directions other than his studies, a full-scale examination could be held every quarter also. When so much is done for them by the teachers, defaulterers there should be none, in college boys who are expected to have a high sense of responsibility. But if there are defaulterers, a letter may be sent to their parents reporting their negligence.

Unfortunately the parents nowadays no longer have a firm control over their children. If indiscipline is to be eradicated, the parents must cooperate with the teachers. They must learn to say "No" to their children ard reprimand them severely. With this mutual coordination between the teachers and the parents, the students can get more out of the college and the original goal too can be consummated—the prevention and eradication of indiscipline in students.

TEACHERS' ATTITUDE TOWARDS PARENTAL CO-OPERATION

by P. S. PANDHARIPANDE, *S. B. City College, Nagpur.*

Need for Research :

RECENTLY THE University of Nagpur went through a very shocking and unprecedented experience of students' rowdy demonstrations. The Nagpur University is not the only one to have such unfortunate episodes in recent times. The problem of students' indiscipline is the burning topic that moved our country for some years now. Some writers and thinkers in this field have stressed the point of teacher-taught relationship as a solution to the problem. Also the point of parent-teacher-co-operation in the field of education has come to the fore with a ray of hope to solve this problem. While considering the teacher-taught relationship or the parent-teacher co-operation, the 'teacher' factor always has considerable weight in making these schemes succesful. The teacher should have a say in this matter. No programme in this direction will bear fruit, unless the teacher extends his hearty co-operation to this scheme. Therefore, the teachers' attitudinal factor is one of the primary determinants in this respect.

The Problem :

This investigation is designed to understand and to find out the teachers' opinions and attitudes towards parental co-operation in the field of Education. The difficulties and suggestions of teachers regarding parental co-operation are also considered in the aforesaid problem; so also, the ideas regarding the parent-teacher association as an off-shoot of the same investigation.

Delimitations of Problem :

The investigation is mainly confined to investigate the attitudes of teachers, and not those of the parents, though their reactions are very valuable in this connection. Similarly,

the sample, selected for the investigation is restricted to the head masters and senior teachers in the secondary schools in M. P. Therefore the attitudes and opinions discovered in this enquiry are not directly applicable to the Post-matriculate institutions or collegiate circumstances and conditions. But the attitudes and suggestions expressed by the experienced head-master will surely be helpful in guiding the College teacher or the leaders in educational field in the matter of introducing the Parent-Teacher Associations at college level. Therefore, these deliberations and opinions are hypothetical in nature for their application at the university stage.

Analysis of the Technique :

In collecting the data, the following techniques were used :—

(1) Questionnaire and (b) Interview.

Questionnaire :— A short questionnaire was prepared, in which only 23 questions were included and the last page was left blank for the detailed or additional suggestions from the teachers. The purpose of the questionnaire was stated at the top of the questionnaire and a paragraph requesting teachers to answer the questions was also incorporated. Teachers were requested to give their opinions and attitudes in detail and very frankly; and were asked not to sign the questionnaire so that they might feel free to give their true opinions and show their right attitudes. Out of 23 questions, only 10 questions were concerned with the problems of teacher-taught relationship and the teacher-parent co-operation. The remaining questions dealt with other problems of school-education, such as administrative problems in schools, cumulative record form etc. 6 questions out of ten, were open-end-type questions and the remaining 4 questions required detailed answers. Some questions were of an indirect nature. All the questions were so formulated that they could indicate a clear and decisive attitude towards the problem.

Interview : The technique of interview was adopted as a supplementary device to the questionnaire, and only to ascertain the candidness and frankness in the answers given to the questions in the questionnaire. The type of interview was informal and some of the same questions as in

the questionnaire were asked orally to the secific percentage of teachers who had already filled in the questionnaire. The percentages of the oral replies in the interview were afterwards tallied with the written responses in the questionnaire to check the validity of the replies given to the questionnaire to the extent of the percentage of teachers interviewed. The novel suggestions and points which came out of this informal interview, were also incorporated in the data.

The Sample, the Plan and the Procedure :

The sample contained one hundred experienced teachers and Head-Masters of Secondary Schools in M. P. The sample was randomly selected. The teachers and head-masters, selected as sample for the investigation, had at least 7 years teaching experience of high school classes to their credit and all had a degree in education. The random of sample was planned with some distinct and specific procedure. In short, the procedure followed for this was a sort of 'chit-drawing technique.'

The questionnaire was sent to the randomly selected sample by post and was handed over personally to some of the local teachers. All were requested to return the questionnaire in a fortnight No extra information or instructions of any sort except the questionnaire itself were supplied.

As stated above the interview was a supplementary technique, aiding the questionnaire; and therefore, only 25% of teachers were selected for an informal interview out of the sample surveyed. This fraction of principal sample was also randomly chosen to a certain extent. Only those teachers were interviewed, who had already furnished the necessary information in the questionnaire. The interviewing was done after about a month from the date of filling in the questionnaire.

Results :

Out of one hundred questionnaires distributed, only 89 came back duly filled in. One of them was inadequately filled and therefore, was not considered. So only 88 questionnaires are treated here. Similarly, in order to make the paper brief the analysis and interpretation of data has been restricted to the replies of only 7 questions. These

replies are sufficient to show clearly the trend of thought among the teachers towards the problem.

Here we have found out the percentages of a sample that exhibits a definite attitude regarding the problem. "Given the percentage occurence of a behaviour, the question often arises, of how much confidence we can place in the figure. How reliable an index is our percentage of the incidence of the behaviour in which we are interested ? To answer this question, we have computed the SE of percentage by the equation :—

$$\sigma\% = \sqrt{\frac{pQ}{N}}$$

"The sampling distribution of percentages can be taken as normal when N is large (larger than about 50) and when P is less than 95% and greater than 5%; and the SE% is to be interpreted like the σ M ".

PARENTS' HOMES AND TEACHERS' ATTITUDES

Question No. 1 : Do you think that the necessary information regarding child can be obtained from the pupil himself without interviewing the parents ?

Reply-Table No. 1 : Yes - 12%
No - 88%
SE%=4 06%

Question No. 2 : What is your attitude in respect of visiting the home of the child ?

Reply-Table No. 2 : Showing attitude of the teachers.
Favourable 91%
Unfavourable 7%
Not answered 2%
SE % = 9·64%

Question No. 3 : For puposes of obtaining data regarding child, do you suggest that the parents should visit the schools or would it be preferable for the teachers to visit the homes of pupils ?

Reply-Table No. 3 : Parent should visit the school 38%
Teachers should visit the homes 62% SE%=4·06%

Question No. 4 : If the teacher should visit the pupils' homes how frequently should he do so ?

Reply-Table No. 4 : Showing the preferences

Yearly	20%
Monthly	15%
Whenever necessary	11%
Once in 3 months	23%
Once in a month	9%
At times of social functions	5%
Fortnightly	3%
Depends upon child	5%
Not answered	9%

TEACHERS ON PARENTAL CO-OPERATION

Question No. 5 : Do you think that the parents' co-operation will always be forthcoming in the matter of getting information regarding child ?

Reply-Table No. 5 : The views.

Always	14%
Frequently	46%
Occasionly	40%
Never	0%
SE% =	5 31%

Question No 6 : What measures should the school take to promote and encourage parents' co-operation in the activities of the school ?

And

Question No. 7 : In what way should the parents-teachers associations be organized ?

Interpretation of Data:

PARENTS' HOMES & TEACHERS ATTITUDES

The high percentage of 88 that replied favourable to the first question reveals the fact that the interviews with the parents are inevitable to obtain the information regarding the child. While interviewing, some of their passing remarks and some gestures and facial expression disclose the parents' attitude towards their children and throw a good deal of light over the home discipline and on some of the home-deformities which it is difficult to know from the pupils. The majority of the teachers feel that the parents' co-operation is essentially valuable in the educational

programme. In this problem, the :95 confidence interval for the population percentage is 88% ± 1·96 × 4·06 or from 80·04% to 95·96%. We may feel sure that the percentage of teachers in general who opine negatively to the question will be atleast 80 04% and will not be larger than 95·96%.

Once the parental-co-operation is accepted as an essential aspect of the educational programme, the ways and means to seek that co-operation will have to be found out. Of course 'visiting the homes of parents' seems a very natural remedy for developing congenial relationship between the school and the home. But do the teachers like this idea? We find from the table No. 2 that 91% of teachers could appreciate this idea and have shown very favourable attitude towards this remedy. But it is very interesting to observe that the ratio of this favourable percentage has fallen from 91% to 62% in the table No. 3 as the choice is provided. But this percentage is significant at the ·95 confidence level. against this idea more than one-third of the teachers i.e. 38% of the teachers, feel that the parents should visit the school rather than the teachers visit parents' homes. The origin of this attitude can be found in the administrative set-up of the school or psychological make up of the individuals; and it is very well expressed in some suggestions supplementing the replies given to question No. 4. While replying to the question No. 4, 23% of the teachers suggested a visit to the pupils' homes once in three months. 2% of the teachers recommended the visit once a year. This type of visit, however may be of very little avail. considering its objectives. So the first suggestion seems more useful. But as pointed out above there are some objections to these visits. One objection is that the teachers do not get time to visit the parents' homes because of the heavy work in schools. The administrative set-up of the school is mainly responsible for this. But as a way out of this it is suggested by some teachers that one period in a week be provided for visiting the homes of the pupils. Some have suggested frequent visits to the homes of the problem-children and this sounds reasonable. But one suggestion is very surprising which does not favour frequent visits by teachers to students' homes as that might breed contempt. This suggestion is made by 3% of the teachers. It is very significant to find this kind of fear. This clearly shows their pessimistic attitude towards the parental-co-operation.

TEACHERS ON PARENTAL CO-OPERATION :

Here we are concerned not merely with the education of the child as an individual, but with the evolution of a community, therefore, we must know the environment of pupil. As stated above, without the parents' hearty co-operation the problem cannot be successfully tackled. Will the parents' co-operation always be forthcoming in this respect ? What do teachers think ? 46% of teachers think that the parents' co-operation will be forthcoming frequently and the second high percentage i.e. 40% thinks that it will be available occassionly. The teachers showing full faith in parents' co-operation are only 14%. And it is according to our expectation that we have a category of 'never' with 0% (Refer table No. 5). Some teachers suggest that the parents' co-operation is possible only if they are educated. It may be so to a certain extent; but the frequent visits to the homes of illiterate parents, as considered previously, will make them recognise the value of education, and then their outlook might change into one of affection and respect for schools, from that of indifference, if that be so initially.

At present the relationship between parents and schools is so unsatisfactory, that the schools must make some efforts to encourage the parents co-operation and to make them acquainted with the need for their co-operation in the task of education. Now the time has come to consider the device for encouraging the parents' co-operation. 24 devices are suggested by the teachers while giving replies to the question No. 6. The majority of the teachers are of opinion that the parents should be invited to the national functions held in schools and other ceremonies, exhibitions, sports etc. But there is no novelty in this suggestion as the majority of the schools do this. When the question regarding the attendance of parents at such functions was asked to 25% of teachers out of the table sample, in the interview, majority of them, were of opinion that very few educated parents attend such functions. This is, of course, a very dismal picture of parents' co-operation. But asking for parents' opinion about the school function attended by them is a valuable suggestion to be considered. Another weighty suggestion is that of arranging a Guardians' Day. 35% out of 46% would like to have this day celebrated once a year; 6% wants this twice a year, and only 5% recommend its observance thrice a year. One teacher has pointed out that

he has successfully experimented with this device in his school. The question as to how many times in a year should this day be observed, entirely depends upon the prevailing economic conditions of the school and upon the favourable attitude of the people around the school; but the suggestion is feasible. Other 22 % of the teachers recommend parents' meetings or conferences in schools to discuss the pupils' problems and progress. 8% of the teachers want it there times a year, and 7 % of teachers think that monthly meetings will be suitable.

Particularly, an idea of arranging classwise parents day and classwise monthly functions call for our attention. So also, the proposal of forming the parents' associations for each and every school activity appears worth trying. If the first suggestion, coupled with the second proposal is given a trial in a school, it might result in getting better co-operation from the parents.

But here it is necessary to say a word about the following suggestion "A rule in educational manual and warning to parents twice only." We are at a loss to understand its full meaning; but it seems to be based on the doctrine of the rule of the rod. This suggestion is harmful to the real object of education. Home and school are so bound up together that it is imperative for teachers and parents to have a real understanding among them. If this "real understanding" is to be brought about, any dictatorial programme will have to be abandoned.

VIEWS ON PARENT-TEACHER ASSOCIATION

It is now universally agreed upon that the school and the society i.e the homes, must be woven into one fabric; and then only will the school activities acquire meaning and find purpose. The idea of parent-teacher associations is to be viewed from the point of bridging the gap between the schools and homes. It is clear from interviews that every teacher feels the urgency of having such associations. But the line of thinking is different for different persons. 15 suggestions have been made in reply to the question No. 9. In all these suggestions, two distinctly different trends are apparent.

1. 51 % of teachers think that there should be a separate

association of parents and teachers. These associations should be organized schoolwise and then there might be other sub-committees of the association for the different classes or for the different activities in the school. Because of the schoolwise organization, majority of the parents would be the habitants of that particular locality in which the school is situated and this oneness of locality will encourage good relationship. This association should have a constitution and should arrange periodical conferences to discuss the problems of their pupils. The reports of the conferences should be sent to the non-member parents and the parents who are not present at the conference. In addition to such meetings, some days of national importance, and other functions should be celebrated under the auspices of these associations.

The suggestion of arranging periodical conferences is a good suggestion. Such periodical conferences will not only serve as orientation programmes for teachers and parents, but will also help the parents to realise that other parents also have similar problems regarding their children. The mere realisation of this, tends to relieve their tension by what has been called 'dilution therapy'.

2. The other trend takes altogether a different view on this matter. This trend proposes that some parents from diverse professions who are interested in child-welfare should be selected or be nominated by the head-master on the school-body. Some (3%) suggest to have as many parents as possible on the body and some (4%) propose to have only few parents on the body as advisers.

The first plan appears more advantageous and effective as compared to the second. Many schools are experimenting with this second plan to a certain extent, but the results are not bright, as per the information gained from interviews. The Secondary Education Commission put forth similar point of view, while dealing with this topic in their report. [3] A sub committee appointed to discuss this question in the All India Seminar for Head-Masters, held in 1953 at Taradevi [4] came to a favourable decision regarding the parent-teacher association; but at the same time it wished to make it clear that such associations must not in any circumstances interfere with the management of or control the schools. The Committee pointed out certain fields where such associations could render the greatest service like

compulsory and free tiffin for students, hobby-sections, workshops etc.

There are three more suggestions to be considered; but they do not seem to be very appropriate. For example one of them is that, "school fees should be paid by the parents and should not be accepted through the student."

Conclusions and Suggestions :

The following conclusions may be drawn on the basis of the analysis and interpretation of the data :—

(1) To obtain necessary information regarding the child, the interviews of the parents are inevitable, and for this purpose, teachers should visit the children's homes.

(2) A teacher should visit some specific homes once in four months. The homes of problem children may be frequently visited. A teacher may be alloted one period a week to accomplish this purpose.

(3) The parents' co-operation will be frequently forthcoming, but some measures should be taken to promote and encourage their co-operation.

(4) In addition to inviting the parents for social functions and celebrations in the school, parents' day may be observed in the school annually or thrice a year.

(5) The classwise parents' pay should be observed.

(6) The special parent-teacher organizations for every activity in the school should be formed.

(7) There are two different trends of opinions regarding the formation of the parent-teacher associations. One of them forms separate associations of parents and teachers with elected or nominated office-bearers. It should mainly be organized schoolwise and then be divided into many sub associations according to the varied activities in the school. The second trend proposes that head-master should nominate some parents on the school body and thus the parent-teacher organization be formed. The chances of the success for the first plan appear more bright than the second.

As a whole, the teachers in the secondary education institutions are very favourably inclined to take the active

co-operation of the parents in preparing children for their future life. They have got some constructive ideas of their own regarding this matter. It shows that there is ground to take further steps in this direction. The teachers should be fully trusted and be entrusted with the responsibility of organizing such associations with full liberty to use their creative and constructive ideas and capacities.

References :—

(1) Garrett H. E. "Statistics in Psychology and Education" P. 197

(2) Schonell F. J. "Backwardness in Basic subjects". P. 48

(3) "The report of the Secondary Education Commission". Chapter XV—P. 221 and Chapter VIII-P. 120.

(4) "The Report of All India Head-Masters' Seminar on Secondary Education" : Ministry of Education, Government of India.

(5) Dr. Susan Isaacs. "Educational Guidance of School children".

(6) Sudha Kulkarni. "Parent Co-operative Nursery Schools in America"—Published in 'the Child' December 1963, Bulletin of National Council of Educational Research and training.

PROFESSIONAL ORGANIZATIONS :

INDIAN PUBLIC SCHOOLS CONFERENCE

by R. Raman *Hon. Secretary I. P. S. C. and Principal, Birla Public School, Pilani.*

1. The Genesis of the I. P. S. C. was a meeting of heads of schools (Raipur, Aitchison College, the Doon School, Rajkot, Daly College, The Scindia School, the Bhonsla Military School, Nasik) in Simla in June, 1939. Mr. J. P. Sargent, Educational Commissioner with the Government of India, was also present and acted as Chairman.

   The problems of residential schools were discussed at this meeting and it was decided to form an association of the Headmasters of the schools who accept to work for building up a suitable environment and atmosphere in the residential schools in keeping with the needs and spirits of the times. The first Headmasters who joined such an association were Messrs Pearce of Scindia School who endeavoured to adopt the good things of English Public Schools life and administration to Indian ways of life and thought, and so built up public or residential schools in India with their roots springing from the culture of the country, fertilised by the experiences of residential school life in the U. K.

2. The membership of the Conference is open to all the schools especially residential secondary schools in India. The Head of the Institution attends the meetings of the Conference and the school is offered membership after an inspection by a team of Heads of member schools. It is an unregistered body and is more in the nature of a club. Its decisions are not binding on a member school unless they are accepted by the Governing Body of the school concerned.

3. *Aims and Objectives*

   (a) To confer on educational problems, especially on those of residential secondary schools in India.

   (b) To promote the general efficiency of such schools

and to ensure co-operation between those whose Headmasters are members of the conference; in particular to improve the efficiency and conditions of service of their staffs, and to help boys from those schools to secure suitable employment.

(c) To bring home to the Indian public the need for a number of first-class schools in India, the primary object of which is to prepare boys of ability for positions of leadership and responsibility in all walks of Indian life; and to encourage the establishment, development and expansion of such schools.

(d) To establish contact with Government, Universities and other Bodies concerned with higher education in India; with the Headmaster's Conference in England; and with any other educational body outside India, whose help may be considered valuable in securing object (a), (b) and (c).

4. *Qualifications for Membership*:

The head of any school in India may at any time become a member of the Conference provided that he applies to the Chairman, attends at least one meeting as an observer and after enquiry or inspection or both his school is found to satisfy the following conditions :—

(a) It is intended mainly for Indian nationals.

(b) It accepts the general principle that a boy otherwise suitable shall not be excluded from admission on the ground that he does or does not belong to any particular class or creed.

(c) It accepts the peneral principle that all boys, once admitted shall be treated alike and to this end will arrange that all boys shall join a common mess and will not allow any boarder to have a private guardian, tutor or servant or to live anywhere except in one of the school boarding houses. No school should admit a boy as a day-boy, unless there is no vacancy in a boarding house or his parents are resident in the place where the school is situated.

(d) It has an effective Governing Body, the meetings of which the Headmaster has the right to attend and the Headmaster has a right to select his own staff.

(e) It is financially stable and agrees to send annually a copy of its audited balance sheet and statement of accounts to the honorary secretary of the Conference.

(f) It provides adequate salaries and satisfactory conditions of service for the members of its staff.

(g) It possesses adequate buildings, equipment and playing fields.

(h) It provides a course of study extending over at least five academic years beyond the age of eleven.

(i) It regularly prepares and enters a reasonable number of candidates for a public examination of a standard of the Cambridge School Certificate and provides facilities for education beyond this stage.

(j) It gives all boys opportunities for social service; and training for leadership and responsibility.

(k) It provides regular organised games and physical training for all boys.

(l) It gives adequate attention to and provides equipment for out-of-school activities, other than games.

(m) It provides for adequate medical inspection and remedial treatment.

Note 1: The Conference feels that these conditions can best be fulfilled in India by an entirely residential school but would not exclude from membership the Headmaster of a day-boarding school which provides :-

(1) 8 to 9 hours, stay at the school a day during which there should be both classroom teaching, and extra-curricular activities, and games;

(2) a community life including lunch, rest, tea and games for all, except when the school closes during the afternoon in the hot weather;

(3) play grounds to accommodate about 50 per cent of the students at a time; while the rest carry on other activities and are not allowed to return home;

(4) boarding accommodation for at least 50 boarders, and preferably for at least 50 per cent of the students.

Note 2. Nothing in rules 2 and 3 shall disqualify the head of a co-educational or girls' school from becoming a member if the school otherwise fulfils all the conditions laid down above.

5. Total Membership :

The following schools are the members of the Conference :-

1. Air Force Central School, New Delhi
2. Birla Public School, Pilani
3. Birla Vidya Mandir, Nainital
4. Bishop Cotton School, Simla
5. Daly College, Indore
6. Doon School, Dehra Dun
7. Hansraj Moraji Public School, Andheri
8. Hyderadad Public School, Hyderadad.
9. King George's School, Ajmer
10. King George's School, Bangalore
11. King George's School, Belagum
12. King George's School, Chail
13. Lawrence School, Lovedale
14. Lawrence School, Sanawar
15. M. G. D. Girls School, Jaipur
16. Mayo College, Ajmer
17. Modern School, New Delhi
18. Punjab Public School, Nabha
19. Rajkumar College, Raipur
20. Rajkumar College, Rajkot
21. Rishi Valley School, Dist. Chittoor
22. Sadul Public School, Bikaner
23. Scindia School, Gwalior
24. Shri Sivaji Preparatory Military School, Poona
25. Vikas Vidyalaya, Ranchi
26. Yadvindra Public School, Patiala
27. Colvin Taluqdar's College, Lucknow
28. Scindia Kanya Vidyalaya, Gwalior
29. Welham Girls Public School, Dehra Dun
30. Sainik School, Bhubaneshwar
31. Sainik School, Chittorgarh
32. Sainik School, Jamnagar
33. Sainik School, Kapurthala
34. Sainik School, Kunjpura
35. Sainik School, Satara

6. *Nature of Secretariat* :

(a) The secretariat of the Conference consists of the Honorary Secretary who is also the Honorary Treasurer of the Conference. He is elected for two years from among the members of the Conference. The other members of the secretariat are the Registrar and the Personal Assistant of the Secretary.

(b) Both the Registrar and the Personal Assistant of the Secretary are part-time officers, and are paid a monthly honorarium.

7. *Location of Headquarters* :

The Central office of the Indian Public Schools Conference, at present, is housed in Mayo College, Ajmer but the working headquarters of the Conference are at the school of which the Honorary Secretary is the Head. At present they are at Birla Public School, Pilani.

8. *Conferences* :

Every year a three days' session is held sometime in January or February. The attendance of the members at the session is obligatory and any member failing to attend the meeting for two consecutive years stands to lose the membership for his school.

9. *Committees* :

Committees are often appointed for special purposes to report to the members through circulars or through the reports at the annual session of the Conference.

10. *Activities* :

(a) To conduct seminars for teaching of different subjects,

(b) To conduct Entrance Examinations,

(c) To conduct Adventure Courses,

(b) To conduct Inter School Athletic Meet.

11. *Branches* :

There are no branches of the Conference.

12. *Finance* :

The income of the Conference is only from the membership fee. The full members pay Rs. 200/-P. A.

while the Associate Members pay Rs. 100/-. At present there are no associate members.

13. *Official Journal :*

The Conference published Hand Book of the I. P. S. C. giving information about the member schools. Monthly newsletter is the official bullitin. Its publiction is being undertaken.

14. *The Conference is affiliated to AIFEA.*

15. *Recent Achievements :*

(a) Some of the achievements of the Conference are the merit scholarships awarded by the Ministry of Education, Government of India for students selected for studies in different public and residential schools.

(b) Upgrading of pay scales of the staff in member schools.

(c) Improvement of service conditions of staff in member schools.

Note : The minimum start in the pay scale recommended by the Conference is Rs. 250/-plus free furnished house, D. A., P. F., free medical aid and free education of children.

16. *Current problems :* Some of the current problems facing the Conference are:—

(a) raising the academic standards in schools,

(b) improving the methods of teaching.

17. *Suggestions for strengthening the organisation :*

The Conference has appointed a committee to revise its Constitution and Articles of Memorandum and is expected to open the membership to more residential schools.

PROGRESSIVE SCHOOLS :

ALEXANDRA GIRLS ENGLISH INSTITUTE BOMBAY

by MARGARET BENJAMIN, *Principal*

THE YEAR 1863 was memorable for this Institution for it was in that year that Manockjee Cursetjee, an enlightened Parsi Gentlman, far in advance of his times, realizing the need of improving the social status of Indian women, felt that this could be achieved solely through their education.

In pursuance of this ideal, he founded the Alexandra Girls English Institution. Today this school stands as a fitting and worthy memorial to his faith in the advancement of Indian women through education.

The Alexandra Girls English Institution is a pioneer institution of its kind in the field of female education in India, striving to give a liberal education on the most approved modern lines to girls of all communities without distinction of caste, creed or colour.

It is one of the oldest girls schools in India and it completed the 100 years of its existence last year, in September 1964.

Its cosmopolitan nature has been one of its outstanding characteristics since its enception. National integration is no problem here as even today it has represented on it, both among the staff and student, almost every community in India.

It is a primary and secondary girls' school recognised by the Education Department of the State. The regional language is taught from Std, III-XI and Hindi from Std. V-XI. The optional second languages are French, Sanskrit and Persian, and the school prepares its pupils for the S S. C. Examination of the S S. C. Examination Board of the State of Maharashtra. Art, Craft and Western Music is also taught throughout the school. The sound education it gives is borne out by its almost 100% successes in the S. S. C. Examination over a period of many years now. Ninety nine percent of the girls who pass out from this school join the

various Arts, Science and Commerce colleges and these pupils have given a good account of themselves in the careers they have later followed as teachers, professors, doctors, lawyers, bank executives and secretaries.

Successes in public examinations have not been the only criteria of academic efficiency. For several years now experiment and research have been carried out in methods of teaching, in children's reading and in examination. Projects encouraging individual and independent study and research in various subjects have been attempted and accomplished successfully. An experiment "Examinations and the Evaluation of Lerning" has been an outstanding feature. This experiment was tried out for four years with the idea of re-orienting the prevalent system of examinations and in order to improve methods of study. The results and findings of this experiment are now being implemented in the school. All examinations have been abolished from Stds. Kindergarten to Std. IV and a new system of examinations has been introduced in Standards V-X. It is hoped to extend the 'no-examinations' scheme in Stds. V and upwards, progressively. A full account of this Experiment is described in the journal 'Teaching' of June 1960 published by the Oxford University Press.

This school has, for many years, been classed as an 'A' grade school and for the last six years it has been given the status of an Experimental School. It has therefore been able to formulate and put into practice its own syllabi in various subjects and to choose its own text book for study.

The school stands for not only knowledge and learning but attempts to give a liberal education–an education for living, through its various co-curricular or extra-curricular activities. The following are some of the means through which discipline is moulded. The scoool has a Prefect and monitorial system, the House System, A Girl Guide and Bulbul Company, A Junior Red Cross Group & a Literary & Debating Society. Excursions and Camps are regular feature & the pupils are sent out on educational excursions not only to places of local interest but to several other places in India in the North and South and to Ceylon.

Thrift and helping the country are instilled through the National Savings Scheme. This small Saving Scheme was started in the school before Independence as early as 1945.

The pupils and staff have helped themselves and the country by saving approximately Rs. 95,000/- since the inception of the Scheme.

Elocution and Dramatics in the various languages are another outstanding feature in which the school has many credits.

The greatest handicap in this school has been lack of space. The demand for admissions has been very heavy and the admission register of this shcool is fully booked till 1969. A new extension has been just added to the building not merely to increase the school numbers but to provide facilities for better teaching and learning. This extension will provide the school with an adequate library, a laboratory and other specialised rooms.

Another handicap that the school has suffered from is an adequate playground. The addition of the recent extension has further curtailed the recreational facilities of the pupils, which now number 520. Nevertheless, the emphasis on physical education has been great, Organised games are played under the supervision of the staff and the pupils have given a good account of themselves in the field of games and sport. Inter-House tournaments in Badminton, Table-tennis Net Ball, Kho & Langdi have been a regular feature and several cups and trophies have been won in these games as well as athletics in outside inter-school and inter-club tournaments. The public open spaces, the grounds and swimming pools of clubs and other institutions in the vicinity have been the recreation and playground of this school.

The school has an active Parent-Teacher Association. Lectures and films, socials and 'get-togethers' are organised with the main object of co-operation between the home and the schools in the interest of the child.

The School maintains its link with its past student through an active Ex-students' Association. Both the Parent-Teacher and the Ex-student's Associations are dynamic forces in the life of this school.

The school is looking forward to its next centenary with prospects of a more liberal education with enhanced facilities. it is looking forward to a time when it can change the attitudes and values of its pupils and when it will be able to

persuade the parents to permit their wards to stay a year or two longer in school where the pupils' learning can be rounded off, their outlook broadened and an opportunity given to them to specialize in their individual interests and make them better citizens of the world.

The School is a trust managed by a Board of Directers who are all well-known educationists, and it is registered under the Public Trust Act.

REVIEWS

PREPARING GRAPHIC AIDS, *National Council of Educational Research and Training PP 28 1965 Rs. 1 : 15p.*

This booklet is intended to present examples of visual aids which a teacher can prepare with inexpensive material to make his teaching more vivid. The diagrams and pictures included are illustrative of the manner in which simple graphic aids can be used to simplify the usually difficult topics and items. Unfortunately too much is included in respect of layout and lettering. The rough sketch-s included are far too rough and seem to be rather pointless.

A HANDBOOK OF THE INDIAN PUBLIC SCHOOLS : *Publishers : Indian Public Schools Headmasters Conference PP 124, March 1964*

This Handbook contains information about 26 schools which are know as public schools in India. In a compact form it sets out information about each individual school which must be of considerable help to parents and others keen on the choice of a public school education for their sons. It is equally informative for institutions, departments and educational agencies in this country.

The Handbook gives an account of the origin and growth of the Indian Public Schools Conference. This is written by the veteran public school Principal, Mr. J. T. M. Gibson. The account shows numerous difficulties and obstacles that the Conference encountered during its early days to bring together heads of these institutions at a common table.

The Handbook is profusely illustrated with pictures of buildings, class-rooms, dormitories and activities of the various schools. Altogether it is an extremely well produced volume.

THE JOURNAL OF ENGLISH LANGUAGE TEACHING, *The Society for the Promotion of Education in India, Managing Editor :* S. NATARAJAN, *June 1965 Annual Subscription : Rs. 5/-*

This is the first number of this journal. The stated aim of this ournal is to promote efficient teaching of English in our schools. The present number deals with teaching of poetry, use of dictionary, structural approach and improvement of spelling, among other articles. The article dealing with the Improvement of Pre-university English

is quite a good one. The journal should prove useful to the teachers of English.

OUR CULTURE *by* C. RAJAGOPALACHARI *Bharatiya Vidya Bhavan, Bombay PP 34 1965 Re. 1 /-*

This booklet contains three lectures delivered by Rajagopalachari at the Bharatiya Vidya Bhavan Bombay. In these Rajaji has drawn upon his extensive knowledge of our ancient literature and has explained the sources of our culture. Two of these lectures consider culture as developed in family and community and the influence of theology and philosophy on its evolution. True culture is not a matter of mere arts, namely, music, art and drama. It cannot be depicted merely as character or education. Rajaji has argued that its fundamental basis is a form of refined behaviour of the individual in family and community. Cultu e is more a matter of social virtue and it can be cultivated through a process of self-restraint. There is a national culture which is an expression of the general mode of behaviour of the citizens of a nation. The main forms of Indian culture centre around religious tolerance, sharing of one's substance with the poor and the ties of the family.

The philosophical basis of culture is analysed in a masterly manner and its main components are shown as a deep faith in God, obligation to one's family members and to society, life partnership to marriage and the high status accorded to the Indian womenhood inspite of a somewhat subordinate position alloted to women in formal and external practice. Unlike other religions, Hinduism centres around the worship of several Goddesses. The female counterpart of the diety is at times much more important.

Altogether the booklet in its brief compass of 34 pages surveys the field of culture in a comprehensive manner.

A Natural Approach to MATHEMATICS *Part 1 by* H. W. CLAYTON *and* D. N. STRAKER. *published by* PERGAMON PRESS, *Headington Hill Hall, Oxford. PP. 160 Price 8/6 d*

It is a well-planned course of six books of which it is part one. It deals with the fundamental principles of mathematics and explains the mathematical terms in a very interesting and impressive way; which will leave a lasting impression on the students.

All sorts of fractions-Vulgar, proper, improper and mixed, besides percentage fractions and decimal fractions-have been treated in a way that the beginners can learn them easily, and the examples taken from daily life will give them an impetus to have a taste for the subject.

Geometrical terms have also been explained fully with numerous diagrams. The idea of plane and curved surfaces together with edges is illustrated with various kinds of diagrams. Each chapter has sufficient number of examples which are from the daily life and experience of students, and these will go a long way in developing their intelligence and power of thinking.

The authors have given 'Beat the clock' at different stages: They have a set of test papers containing intelligent exercises based on the previous chapters and by solving them the students will be able to have a thorough grasp of the topics. The treatment of the techniques, will remove the idea, that mathematics is a dry and dull subject; rather it will create a living interest in the students to learn mathematics with joy and zeal.

The book will prove very useful to the pupil teachers of the training colleges also, and make their task easier in introducing and teaching a new topic to their students. The book richly deserves the study by those for whom it is written. The authors are to be congratulated for the pains they have taken, to create interest in the students for Mathematics.

OUR CONTRIBUTORS

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Is M. A., B. T. and holds the Teachers' Diploma from London. Has been the Principal of the Alexandra Girls English Institution for twenty-five years. Has been Editor for several years of the famous magazine 'Teaching' published by the Oxford University Press. Was a member of Physical Education Committee appointed by the Bombay Government. She has been member of the various education organizations in Bombay. She is a regular contributor to various educational journals. Has travelled extensively in England and on the continent.

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Was born in 1919. Did M. A., B. T. from Benaras and M. Ed. from Allahabad. Obtained the degree of Doctor of Education from the Indiana University in 1952. Received the Watumull Foundation Award in 1962. Has travelled extensively in USA, Great Britain, Europe and Egpyt. Has written several books dealing with education and psychology.

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R. JAYA RAMAN

He is 15 years of age and has been a student of St. Xavier's Jaipur for the last ten years. Is now in the final year preparing for the I. S C. Examination. Throughout his school career he has topped his class in all the examinations and has been awarded several prizes. He is editor in chief of his school fortnightly paper, X-Rays. His favourite authors are Wodehouse, Dickens and Alistair.

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ANIL BHARGAVA

Has been a student of St. Xavier's High School, Jaipur for 11 years. He is 17 years old. He is the co-editor of the Blue and Gold, the School annual magazine and the photographer of its fortnightly paper "Xray". His hobbies include cycling, correspondence with foreigners and social service.

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Is studying in the final year at the St. Xavier's High School. He is 15 years old. Has won several annual prizes. His favourite game is tennis and he has won the Rajasthan junior doubles title. Hopes to qualify in medicine.

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